

Student-Centered · Problem Based Inquiry Driven Lessons	Look Fors	Notes
<p>Launch</p> <p>Lesson Introduction</p> <p>Understanding the problem setting, mathematical context, and the challenge</p> <p><i>10 minutes (20%) of a 50 minute Lesson</i></p>	<p>Teacher communicates student expectations for the lesson (learning targets).</p> <p>Teacher connects the lesson to prior experience and/or real-world context for students.</p> <p>If necessary, the teacher provides background information necessary for students to engage in the lesson (including vocabulary).</p> <p>Teacher spends adequate time on introducing the lesson without spending too much time.</p> <p>Teacher quickly reminds students of prerequisite math skills that might keep them from accessing today's lesson.*</p>	
<p>Explore</p> <p>Classwork/Teamwork</p> <p>Students engage in the problem as the teacher moves about the classroom.</p> <p><i>30 minutes (60%) of a 50 minute Lesson</i></p>	<p>Students grouped appropriately for the type of lesson.</p> <p>Teacher moves about the classroom as students are working, observing and selecting the mathematical ideas students are using that will advance the classes thinking during closure.</p> <p>Teacher asks open-ended questions to probe student thinking, getting them to explain their thinking, generate discussion, and meet a wide range of learners.</p> <p>Teacher questions help students explore mathematical meanings and/or relationships without giving away solutions.</p> <p>Students are talking to each other about the math they are doing, and using math vocabulary while doing so.</p> <p>Teacher/Students use a variety of representations/models to show mathematical thinking (pictures, tables, graphs, words, manipulatives, etc...).</p>	
<p>Summarize</p> <p>Closure</p> <p>Teacher guides students to reach the mathematical goals of the problem and to connect their new understanding to prior math goals.</p> <p><i>10 minutes (20%) of a 50 minute Lesson</i></p>	<p>Teacher sequences student thinking when facilitating a class discussion of the lesson, providing a coherent and compelling story line for the lesson.</p> <p>Students make connections between today's various approaches and the mathematical ideas at the heart of the lesson.</p> <p>Students formalize in their own words the big ideas discussed and make connections to prior learning.</p> <p>Teacher paraphrases and summarizes student thinking to make connections to larger mathematical ideas.</p> <p>Teacher assesses where students are in their understanding of the math in the lesson (either formally or informally).</p>	

*Ideally, skill builders that reteach essential material covered in previous courses are done the week prior to this week's lessons.